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ABSTRACT

This paper examines Weekend College Programs at 11 public and private institutions of higher education in southern California during Academic Year 1990-91 from the following perspectives: student development and services; curriculum; faculty and instruction; administration; and marketing. From these perspectives the paper outlines what institutions see as the strengths and weaknesses of the Weekend College format, and reports these institutions' evaluations of their own experiences to date. Key issues that are addressed include: (1) the compatibility of different types of courses with the weekend format; (2) the availability of weekend academic and support services; (3) the development of faculty support and participation; and (4) the adaptability of sequential and non-sequential course scheduling patterns. Tables summarize both the types of weekend services available and the various scheduling models used by the surveyed institutions. Marketing issues such as pricing and promotion are considered. The report finds that, properly designed and implemented, the Weekend College format is being successfully instituted by an increasing number of colleges and universities. Contains an 18-item bibliography. (Author/GLR)

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Weekend College: Assessing the Reality and the Promise

A Paper Presented at the

1991 NATIONAL CONFERENCE ON

THE ADULT LEARNER

May 26-29, 1991

Columbia, South Carolina

by

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ABSTRACT

This paper looks at Weekend College programs at 11 public and private institutions of higher education in southern California during Academic Year 1990-91 from five different perspectives: Student Development and Services, Curriculum, Faculty and Instruction, Administration, and Marketing. From these perspectives, it outlines what institutions see as the Weekend College format's strengths and weaknesses, and reports these institutions' evaluations of their own experiences to date. Key issues addressed include: 1) the compatibility of different types of courses with the weekend format, 2) the availability of weekend academic and support services, 3) the development of faculty support and participation, and 4) the adaptability of sequential and non-sequential course scheduling patterns. Complete tables summarizing both the types of weekend services available at, and the various scheduling models used by the surveyed institutions are presented. Marketing issues such as pricing and promotion are considered. The authors conclude that, properly designed and implemented, the Weekend College format is being successfully instituted by an increasing number of colleges and universities.

Ref: Weekend College: Assessing the Reality and the Promise. Paper presented at the annual Adult Learner Conference, Columbia, SC, May 1990, by Dr. J. U. Overall, IV, Dr. Beverly A. Miklich, and Ms. Janet Snow.

Introduction

As colleges and universities find their enrollment of traditional aged students leveling out or declining, the number of adult students pursuing their degree programs is growing. A 1988 report from the National Center for Educational Statistics reflects this rise in adult enrollment, indicating a 159 percent increase in 30-34 year old students enrolled in college between 1970 and 1985, along with a 129 percent increase for adults at least 35 years old. One of the primary ways higher education institutions have developed to accommodate this significant growth in adult enrollment--according to Eurich (1990) -- is through non-traditional means such as "...off-campus programs or courses scheduled...on weekends...".

In order to better understand and evaluate the different delivery methods designed to meet the needs of adult students, the authors selected one of these -- the WEEKEND COLLEGE--for extensive review and study. Although the offering of individual credit and non-credit courses on weekends is not a new idea, the opportunity to complete significant parts of degree programs through a weekend format has become available only in relatively recent times. In fact, as Watkins suggests in the Chronicle of Higher Education's November 21, 1989 edition, "... weekend colleges, which first appeared in the mid-1960's, are experiencing a revival". Furthermore, the literature of higher education suggests that as more and more institutions learn of successful WEEKEND COLLEGE programs, many attempt to integrate this program format into their

own institutional plans. While existing programs have enjoyed differing levels of acceptance, there is much to learn from the experience of those who are at varying stages of WEEKEND COLLEGE implementation.

This paper, then, presents information gained from the authors' review of WEEKEND COLLEGE programs at 11 institutions of higher education in Southern California. The basic criterion used to select these institutions was that significant degree credit could be earned through classes offered on Friday evenings, or on Saturdays and Sundays. The authors then studied these institutions from four basic perspectives: student services, curriculum and degree programs, instruction, and administration. What follows is a review of the existing literature base, a summary of our survey findings, our assessment of how effectively WEEKEND COLLEGE programs appear to be meeting the needs both of the institutions that offer them and of the students who participate in them, and our suggestions for future research.

Review of the Literature

In preparing a literature review for this paper, the authors queried the Educational Resources Information Center (ERIC) data base and identified 72 citations relevant to the term WEEKEND COLLEGE. Most of the sources examined were descriptive cross-sectional studies typically focused on a single institution's experiences with WEEKEND COLLEGE. Despite a few notable exceptions, the more recent studies did not appear to prioritize generalizability relative to earlier studies, and thus we have

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found it somewhat difficult to generalize findings across studies. Nevertheless, what areas of consistency we were able to identify are presented below, along with singular findings, and comments that we felt worthy of note.

Certainly the offering of classes on weekends is not a recent event. As early as the late nineteenth century, the Danish folk school movement and the Chautauqua movement were offering weekend learning opportunities. Residential programs appeared in the second decade of the twentieth century, and by the 1930's, labor unions were sponsoring weekend leadership development sessions. Weekend residential education programs were offered by some colleges and universities by the 1950's, and the 1960's saw the first degree credit courses being offered at Miami-Dade Junior College in Florida, and at Wayne State University in Michigan

Presently, WEEKEND COLLEGE programs may be found all over the country at a small but increasing number of colleges and universities. A 1988 study by Wahlman of American Association of State College and University (AASCU) institutions offering college credit classes on weekends reported 49 of 379 schools surveyed having such classes. This represented a 45% increase over the 27 AASCU institutions having such classes as reported by Morton in 1977.

Generally speaking, the authors have been very flexible in what we have considered to be a WEEKEND COLLEGE program within the context of this paper. We have included any program that permits students to earn significant amounts of degree program credit on

Friday evenings, Saturdays, or Sundays. The literature provides several similar "definitions" of WEEKEND COLLEGE, and the following are representative:

1. "...an organized program of instruction which offers credit leading to a degree on the weekends." (Cross, 1976)

2. "...a college program offering courses for credit exclusively on weekends and leading to a degree." (Sutherland, 1980)

3. "A college in which students attend organized programs of instruction on weekends usually beginning on Friday evening and running to Sunday." (Wahlman, 1988)

Regarding the nature of the weekend format--as contrasted with a more traditional scheduling pattern--the format does provide some obvious advantages. Clearly, it facilitates access to degree programs that many single parents and working adults would not otherwise have through traditional "8-5, Monday-Friday" weekday class programs. It offers a way to overcome then, what Chickering (1980) might classify as one of the significant "Institutional" barriers to adults seeking higher education. At a more mundane level, it has the potential to resolve such pesky irritants particularly prevalent at large, urban campuses like commuter parking and excessive demand for limited class sections in impacted programs. And, of course, it offers a way for students to accelerate their studies. Still other important advantages are identified in the literature, and include:

1. Holding classes on weekends involves the use of facilities that would normally remain idle, thus

providing for their more efficient utilization. (Morton, 1977).

2. From the point of view of the curriculum, the longer "time on task" opportunities may be advantageous for certain types of courses, especially in the sense that longer class periods permit covering more material at one time. (Klassen, 1983).

3. The costs of providing a wider range of educational opportunities to a growing body of students is usually compensated for by the positive net revenue generated. (Sutherland, 1980)

4. "More students, both continuing and special, are inclined to attend a college or university which has academic offerings that offer wide time and content options rather than those schools whose academic fare is plain and narrow." (Meskill, 1974).

Although a number of advantages are characteristic of the weekend format, challenges relative to the acceptance of this format remain. One of the most critical of these involves the use and participation of full-time faculty. In a 1988 study of adult programming in a California community college district, Brickell and Aslanian asked faculty about their thoughts concerning weekend credit courses and their preferences for teaching them. Friday evening, Saturday, and Sunday courses were supported by 63 percent, 87 percent, and 42 percent of the faculty respondents, respectively. When asked about their willingness to teach at these times, however, 54 percent were willing to teach on Friday evening, 40 percent on Saturday, and 70 percent on Sunday. Wahlman (1988) has similarly suggested that while full- time faculty may not strongly oppose or support the offering of weekend credit classes, most evidence he found suggests that a substantial minority of full- time faculty would not be available to teach on weekends

because of personal preferences or professional commitments.

A number of studies reviewed emphasized, to varying degrees, that for weekend programs to offer their students academic experiences comparable to those for traditional students, key services had to be available. While there was no complete agreement on the exact nature and extent of these services, Hall's 1988 summary is representative:

1. Extended faculty and staff hours.

2. Access to learning resources like the computer center, library, and study skills center.

3. Access to support services such as the bookstore, cafeteria/vending, child care, health center, placement center, and security escort.

In addition, the authors would add that even an arguably small detail like a study room for students arriving prior to an early Saturday morning class, or students needing a place to organize their notes after a Saturday afternoon class, should not be overlooked.

Certainly of significance in studying WEEKEND COLLEGE programs is an understanding of student population characteristics. Wahlman (1988) in looking at such students attending AASCU institutions reported that almost 9 of every 10 had these four basic backgrounds: Homemaker (21%), Professional (30%), Secretary (32%), or Teacher (34%). Typical of the findings reported in most of the literature contrasting WEEKEND COLLEGE and traditional students are those outlined in a 1985 and follow-on 1987 study conducted at the Milwaukee Area Technical College (MATC). Researchers found that:

1. About 72% of the WEEKEND COLLEGE participants were women, compared with 51% of the weekday students; two years later, the ratio was 62% to 52%.

2. The median age of WEEKEND COLLEGE participants was 31 compared to 24.4 for weekday students; two years later, the ratio was 32.8 to 25.7.

Additionally, MATC researchers reported in the 1987 study that 51 percent of the WEEKEND COLLEGE participants had dependent children, compared with only 38 percent of the weekday students. Similarly, Mishler and Moss (1985) reported that in their studies of WEEKEND COLLEGE students, the majority are non-traditionally aged, employed full time, and more likely to be women. Most have already completed some college prior to beginning their weekend programs.

In possibly the two most comprehensive studies of WEEKEND COLLEGE programs to date, Rountree (1987) and Wahlman (1988) have separately but similarly identified the following program trends:

1. Most courses at the institutions surveyed were in the areas of Business Administration, Education, Fine Arts, Liberal Arts, and Psychology.

2. The majority of institutions used the same basic fee structure for regular and weekend students.

3. The Continuing Education or Extended Education Divisions administered WEEKEND COLLEGE programs more often than did any other major unit.

4. Institutions surveyed commonly encouraged full-time faculty to teach in weekend programs as part of their regular load, although there was an implication that faculty interest in doing so was not uniform.

5. A typical class was made up of 25-45 year old students with an average size of 23 students.

Wahlman (1988) additionally identified the following trends in the 49 AASCU WEEKEND COLLEGE programs he studied in depth:

1. Most WEEKEND COLLEGE students are undergraduates taking 5-12 units.

2. Average faculty compensation in 1986 for a 3-unit course was $1,262 with a compensation range of from $900 to $2,000.

In concluding this selective review of the WEEKEND COLLEGE literature, one other area of particular interest to administrators will be treated. This area involves the extent to which WEEKEND COLLEGE and traditional students attending the same institution "cross enroll" in each other's programs. The literature reviewed by the authors does not present a consistent picture. On the one hand, Kline (1984) found that WEEKEND COLLEGE classes at Pikes Peak Community College in Colorado were attracting students who could not attend the college as regular, weekday students, thus suggesting that the likelihood of cross enrollment was small. In addition, Sutherland (1980) argues that a complete weekend program "...eliminates the random Saturday courses presently designed to increase revenue for the institution and which actually draws students from the existing day and evening divisions."

On the other hand, researchers at the Indiana-Purdue University Center in Indianapolis found evidence that regular students were enrolling in WEEKEND COLLEGE classes in non-negligible numbers to accelerate their degree progress (1984). Mishler and Moss (1985) found significant numbers of WEEKEND COLLEGE students at the University of Wisconsin Center in Waukesha County cross enrolling in classes.

Research Methodology

In addition to an extensive literature review, the authors also conducted interviews with representatives at 11 institutions of higher education in the Southern California region. The primary criterion for selection of the sample was that the institution was offering significant degree credit classes on Friday evenings, Saturdays, or Sundays. We did not limit ourselves to only those institutions offering complete degree programs on the weekend because we were interested in looking at the broadest range of possibilities. We attempted to select institutions that represented both the public as well as the private efforts and small schools as well as large were included. Table 1 lists the institutions we studied along with key descriptive data. It lists the age of their WEEKEND COLLEGE as well as the approximate enrollment figures. The primary schedule model used by each organization is referenced.

The primary administrator responsible for WEEKEND COLLEGE activity was contacted. These institutional representatives' titles are enlighting in their variety (Table 2), and the title of the administrative unit to which they report is of interest. (Table 3) From these lists, we can see that the weekend programs are primarily administered through the academic departments, with only two being led by continuing education or operational personnel.

Each institution was visited to conduct a 46 item structured interview. Brochures and reports were collected and studied.

Table 1

Institutional Description

School	Type			Size	WC Age	Enrol	Model
A	Private	2 year	Teach	Small	8 years	300	A1
B	Private	4 year	Teach	Medium	9 years	220	B1
C	Private	4 year	Teach	Small	4 years	200	B1
D	Private	4 year	Teach	Medium	20 years	400	B1
E	Public	4 year	Research	Large	8 years	600	G1
F	Private	4 year	Teach	Large	.5 years	-	B2
G	Public	2 year	Teach	Large	5 years	200	A2
H	Private	4 year	Teach	Large	17 years	200	B2
I	Public	2 year	Teach	Medium	3 years	300	A1
J	Private	4 year	Research	Large	15 years	-	G2
K	Public	2 year	Teach	Large	4 years	450	A1

Table 2

Title of Responsible Person

A	Director
B	Coordinator, Completion and Weekend College
C	Dean, Graduate Studies and Weekend College
D	Director, Professional Development Center
E	Assistant Dean
F	Director of Student Services
G	Associate Dean, Instruction
H	Director of Center
I	Weekend College Coordinator
J	Director of Graduate and Professional Studies
K	Dean, Instruction

Table 3

Title of Administrative Unit

A	Academic Affairs
B	Academic Services
C	Academic Vice President
D	Vice President of Academic Affairs
E	School Dean
F	Vice President Southern California Division
G	Department of Instructional Services
H	School Deans
I	Vice President of Instruction
J	Executive Director
K	Vice President of Instruction

From these data, an analysis was made of the models and schedule options and other items of interest in the survey. Charts were made and findings were synthesized from the authors' observations.

Survey Findings

Student Development and Services

Student development and services provides the focus for the first major part of our study. We initially wanted to know just what respondents saw as the goals of WEEKEND COLLEGE, relative to the students it serves. Although many goals were proposed, respondents consistently identified three as being most important. Almost everyone feels that by adding the weekend option, their institutions are able to make additional educational opportunities available to people in their communities. They further see this option as especially helpful for working adults living in their service areas, providing access to classes at a time these adults would not normally be at work. And--from the institution's point of view--it can be said that because adequate numbers of students not previously attending the institution would now enroll, the provision of weekend classes and services would generate increased enrollment and additional revenue.

Next, we sought to find out a little bit about the characteristics of the participants, and their motivations to participate in the weekend format. Interestingly, most respondents had difficulty differentiating between WEEKEND COLLEGE students and

their general population of day and evening students. Some just had never attempted to specially code WEEKEND COLLEGE students in their data bases, in order to break them out for comparative analyses. Others report substantial cross-enrollment of evening students in the weekend classes, further complicating any potential analyses. Two basic trends that are apparent reflect the participants' age and gender. Three of the 11 institutions surveyed have reliable evidence that their weekend students are primarily adults with an average age of around 35 years. In six of the 11 institutions, women make up at least 60 percent of the enrollees.

Those students who are taking classes on the weekend indicate a number of reasons for pursuing the option. The most common reasons proposed are 1) the convenience of the schedule based on the personal and professional demands they face, 2) the opportunity that weekend classes provide for accelerating a degree program, 3) the chance to take a class after a good night's sleep rather then after a hard day at work, and 4) the fact that it just seems to fit their style of learning better than other alternatives.

One question in which we were particularly interested involves the extent to which cross-enrollment exists. We identified and studied two possible situations: 1) an institution's current day or evening students cross-enrolling in their own weekend classes, and 2) students from other institutions cross enrolling in weekend classes. Eight of the 11 institutions surveyed experience at least a limited amount of cross-enrollment, primarily at the

undergraduate level. One institution designed their graduate level program in such a way that, as long as students have the correct prerequisites, cross-enrollment is not a problem. Two other graduate programs, however, are designed in such a manner that cross-enrollment is structurally difficult, if not impossible. They admit students in groups, and these students are expected to complete their programs according to a previously established plan and time table. Students from outside these institutions are not permitted to take classes on a cross-enrollment basis.

Finally, we were interested in identifying the types and availability of support services on the weekends. We developed an Inventory of Weekend Services in order to look at 17 possible service areas, trying, wherever practical, to include those similar to areas Wahlman considered in his 1988 survey of weekend programs at AASCU institutions. As you can see from Table 4, those services most likely to be available on the weekends at our 11 sample institutions are: academic advising, admissions office, bookstore, business office, computer laboratories, food service (vending), library, security, and pre-class study areas. Those services least likely to be available are: car registration, career planning/placement, counseling (psychological), food services (cafeteria), health center, and skills center. The other area we considered, but which was evaluated as neither "most likely" nor "least likely" to be available is the records office. We noted in our Inventory that services were most likely to be available on Saturday mornings, and that there was lesser availability on

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Table 4

Inventory of Weekend Services

Service	Availability Fri(pm)	Sat(am)	Sat(pm)	Sun(am)
Academic Advising	2	7	2	2
Admissions Office	4	7	3	2
Bookstore	4	8	3	1
Business Office/ Student Accounts	4	8	3	1
Car Registration	2	4	1	1
Career Planning/ Placement Services	2	3		
Child Care	1			
Computer Facilities	5	8	5	3
Counseling	3	3	1	
Food Services	4	7	6	3
Health Center	2	2		
Library/Research Facilities	4	9	6	3
Records Office	2	6	1	1
Security	6	10	6	4
Skills Center	1	4	2	2
Study Areas	5	8	5	3

Friday evenings, Saturday afternoons, and Sundays.

Curriculum and Degree Programs

The next major focus area of this study concerns the curriculum and related degree programs. Of significant interest to us were the different schedules by which WEEKEND COLLEGE programs operated, along with the perceived strengths and weaknesses of these schedules.(See Table 5)

Two distinct schedule types are apparent. In the first, the instruction in one topic is offered in a large, uninterrupted block of time. We refer to this condition as consecutive instruction. In the second type, the instruction period for a single topic is interrupted by another topic or topics, or by a study period. We refer to this as non-consecutive instruction. The researchers found only two programs utilizing a non-consecutive approach to instruction. All other programs used a variation on the consecutive approach with class meetings varying from four hours on one weekend day to four consecutive days of seven hours of daily instruction.

We also noted models in which the ability of the student to earn units is accelerated, and models in which this is not the case. For a school to be considered to have an accelerated program, it is necessary that the student be able to earn more units (converted to semester units for comparison) than the number of weeks in which the class is scheduled to meet. There are four institutions in the survey which offered an accelerated program.

Table 5

Schedule Models

Institution:	A	B	C	D
Meeting Days	Sat/Sun	Sat/Sun	Sat/Sun	Fri/Sat
Times	8-6:30/ 8-6:15	9-4/9-4	8-6:15/ 8-4:50	7-10/8-4
Length of Session (Weeks Meet/Term)	6/14	2/4	5/12	5/11
No.Units/Class	3 sh	2 sh	4 qu	4 sh
No. Classes	1-3	One	1-3	One
Breaks	2 wkends	2 wkends	every/ other	every/ other
Consecutive	no	yes	no	yes
Ave. Length of Class	6 hours	12 hours	5.5 hours	10 hours
Accelerated	no	no	no	no

Table 5 (con't)

Schedule Models

Institution:	E	F	G	H
Meeting Days	Fri/Sat	Sat	Sat	Fri/Sat
Times	9-5/8-4	8-12/1-5	9-4	6-10:30/ 8-5:30
Length of Session (Weeks Meet/Term)	6/12	5/5	1-8/15	5/14
No.Units/Class	4 qu	3 sh	1-3 sh	5 sh
No. Classes	2	1-2	One	One
Breaks	Every/ other	Every/ other	Varies	2 Wkends
Consecutive	yes	yes	yes	yes
Ave. Length of Class	7 hours	4 hours	Varies	13 hours
Accelerated	no	yes	no	no

Table 5 (con't)

Schedule Models

Institution	I	J	K
Meeting Days	Fri/Sat	Thurs-Sunday	Fri/Sat
Times	6-9:40/ 8-3:10	9-5	5:30-9:30/ 9-5
Length of Session (Weeks Meet/Term)	4/4 or 8/8	2 wkends	4/5
No.Units/Class	3 sh	4 sh	3-4 sh
No. Classes	1/2	One	1/2
Breaks	no	no	no
Consecutive	yes/no	yes	yes
Ave. Length of Class	15.5 hrs	28 hrs	11 hours
Accelerated	yes	yes	yes

In the most accelerated program, the student earns four graduate units in two extended weekends (Thursday - Sunday).

A related area of interest involves the types of degree programs and courses offered. As indicated earlier, our sample of institutions reflects the complete spectrum of degree levels, from Associate of Arts (4), through the Bachelors (3) and Masters (4) levels. And within this spectrum, we found degree programs predominately in the professional areas (Business/Management, Education, Health Care, Public Administration), but also in such areas as General Studies.

We additionally investigated whether or not one could earn their complete degree in a reasonable amount of time through a program of weekend classes. Of the eleven institutions surveyed, most permit a majority of degree program courses to be taken on weekends, and at least 5 offer all degree program classes for selected degrees in this format. A summary of the basic options encountered would include the following:

At the AA level

Option A1: All classes--general education, major, and elective, are offered during the weekend.

Option A2: Many--but not all--general education, major, and elective classes are offered during the weekend.

At the Bachelor's level

Option B1: All classes--general education, major, and elective are offered during the weekend.

Option B2: Only major and elective classes are offered on the weekend. Students are assumed to have completed general education requirements somewhere else.

Option B3: Only elective classes are offered on the weekends. Students must complete major and general education requirements through weekday or evening classes.

At the Graduate level

Option G1: All classes--major and elective--are offered during the weekend. Students progress through this program in a group.

Option G2: A dual track system exists where the same program is offered both in the weekday/evening format or the weekend format. Students can take classes in either--or both--formats.

Finally, we attempted to identify major perceived strengths and weaknesses of the WEEKEND COLLEGE format from the curricular point of view, along with the types of courses or subjects that might be incompatible with this format. Strengths of the weekend format mentioned most often included:

1. By offering classes on weekends, students have at least one--and sometimes more than one--week to accomplish homework.
2. Those weekend classes that meet for more than a couple of hours enable students to form stronger social bonds, thus strengthening the quality of interaction especially during group projects.
3. Some subjects (for example, those involving case analyses) are better taught in the weekend format where a large segment of time is available.
4. With all the personal and professional responsibilities facing adults, they are better able to handle courses offered "one chunk at a time" in formats like that characteristic of WEEKEND COLLEGE.
5. The weekend schedule allows for the acceleration of instruction/learning and, therefore, earlier degree completion.

Weaknesses of the WEEKEND COLLEGE format most often cited included:

1. Students missing courses in weekend formats where

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substantial class time is scheduled are at a serious disadvantage.

2. Similarly, students enrolled in "lockstep" degree programs run on weekends may get too far "out of step" if absences occur.
3. Some students have shorter concentration spans and thus may grow fatigued, restless, or inattentive in weekend classes that run more than an hour or two.
4. Some skills classes like statistics, accounting, composition, or laboratory science may not be best taught in weekend formats where substantial breaks for homework and reflection are not available.

Instruction

The third focus of our study involves instructional aspects of weekend program operations. Initially, we looked at the extent to which full-time faculty are involved in these programs. Because one institution in our sample did not use full-time faculty, it was not included in this analysis. Across the board, each of the remaining 10 institutions permit full-time faculty to teach in their weekend programs as part of their regular load. Two of the institutions insist that their courses be taught primarily by full-time faculty, and the rest report varying degrees of full-time faculty involvement. Respondents at each institution are virtually unanimous in asserting that there is an adequate pool of full-time and part-time faculty available for the WEEKEND COLLEGE programs. As an adjunct to this finding, however, there does not appear to be any solid information that would suggest whether full-time faculty are interested in teaching weekend classes as part of their regular load. Research described earlier suggests a lack of faculty unanimity on this issue, and our findings support this. However,

some faculty like to have time off during the week and ,thus, are attracted to the weekend hours. Several institutions report that many faculty who initially were ambivalent about teaching weekend classes have become much more positive about such teaching after their initial experiences. Especially for those who had never taught adults before, the interaction with the highly motivated and relatively more experienced adult student has been a positive "eye opener".

Next, we studied different aspects of part-time faculty involvement. For the most part, we found that part-time faculty have access to some office space (8 of 11 institutions). Part-time faculty are often "mentored" by a full-time faculty member relative to academic and instructional policies, and some of the institutions hold periodic faculty meetings on the same weekends as those during which instruction takes place, in order to insure part-time faculty involvement. At most institutions, part-time faculty are typically individuals who have already taught individual day or evening classes and thus are familiar with general procedures. Texts are typically chosen from a previously approved list of suggested works endorsed by the appropriate academic department.

Administration

Our fourth and final focus area involves selected administrative aspects. We noted, for example, that while some minimal level of program office staffing is maintained while classes are in session, only a few institutions have apparently

staffed their programs comparably on weekends and during the week. One institution holds weekend classes at multiple locations, and this might obviously preclude significant staffing. However, most institutions hold weekend classes at their main campus, potentially simplifying the staffing level problem.

We were also curious about what people saw as the limitations of their particular programs from the administrative perspective, as opposed to weaknesses in the WEEKEND COLLEGE concept itself. Several of the community colleges noted, for example, that their facilities are actually used quite a bit on weekends for non-credit, community- oriented activities. This has a tendency to create minor scheduling problems for classrooms, eating facilities, and computer labs. Some of the public institutions indicated their weekend enrollments could be more substantial, were it not for the fact that total institutional enrollment is "capped" by governmental budget limitations. Because enrollments are already at a maximum, their WEEKEND COLLEGE programs have to remain small. Perhaps the most prevalent concern, however, is associated with the extent to which net revenue generated by weekend operations may not remain in WEEKEND COLLEGE budgets for program maintenance and improvement. Five of the institutions surveyed feel that they need additional services to be made available to students.

Turning to a related matter--problems associated with offering programs in the weekend format--a number of issues have been raised. The most significant might be summarized as follows:

1. Students who attend primarily on the weekends do not experience the same feelings of identification with the

institution as do the weekday and--to a lesser extent--the evening students.

2. Not all academic and administrative services available during the week are available on the weekends.

3. Meeting with faculty during non-class hours is a problem.

4. For students and faculty whose exposure to higher education has been limited to traditional class scheduling patterns, intensive weekend classes provide--to varying extents--some adjustment problems.

5. Unless faculty have experience with--or are briefed about--the differences between teaching material in a large uninterrupted block of time (consecutive instruction) and teaching in smaller, more traditional time blocks (non-consecutive instruction), they may find they do not have enough variety of activities to maintain student attention and interest. This has, in some cases, resulted in early dismissal of students who appear to be "saturated" with instruction, prior to the scheduled end of class.

6. Students who need remedial work are at a particular disadvantage due to the typically extended meeting times on weekends, and the reduced academic services available.

Generally speaking, all respondents report that their WEEKEND COLLEGE programs are educationally and financially successful. Most charge comparable fees for their day classes relative to their weekend classes, although in some cases, weekend fees are somewhat lower if the availability of academic and administrative services is reduced. In other cases, academic and administrative services are actually increased, and this is reflected in the fee structure.

While some institutions do little to advertise their WEEKEND COLLEGE programs, others do significant amounts of advertising. Typical means used are corporate contacts, direct mail, newspaper/radio/TV spots, and periodic open houses.

To conclude this examination of administrative aspects, we might mention the enrollment situation for these programs. Succinctly put, enrollment in WEEKEND COLLEGE programs is quite healthy. Unless "capped" by budget or enrollment limitations, institutions report either "steady state" (2 of 11) or growing numbers of students (6 of 11) participating in their programs. While cross-enrollments represent a significant number of these students, there is also a distinct and equally significant number of students who attend only on weekends.

Summary and Assessment

After reviewing our findings about WEEKEND COLLEGE programs at the eleven institutions studied, we are pleased to report that the concept appears to be working, not only in other parts of the country, but in Southern California as well. While most of the previous research has been conducted in these other regions, we find that our results are generally quite consistent with the research reported. Overall, the WEEKEND COLLEGE programs we studied serve a large and identifiable population of students in a cost-efficient manner. Students find the programs valuable, faculty are generally--but in some cases cautiously-- supportive of the concept, and administrators have found several effective, yet somewhat different, ways to offer successful programs.

In an attempt to concisely summarize our findings, we offer the following generalizations relevant to the four major areas studied. First, in the Student Development and Services area, we find that WEEKEND COLLEGE programs are attracting working adults

who find the schedule particularly compatible with their professional and personal life patterns. There is a tendency for WEEKEND COLLEGE students to be female, and the majority of students are clearly over 30 years old. Some students use cross-enrollment as a means for accelerating their degree progress, but the extent of this practice varies widely at the institutions studied. Student support services are generally available--particularly on Saturday mornings--but support in the academic/remedial skills, child care, and health services areas is least likely to be available. Hot meal service is another area where availability is limited.

Second, in the Curriculum and Degree Program area, we noticed a variety of programs spread across our 11 institutions. Some offered only general education courses, some only courses in the major, and others only elective courses. And, some offered combinations of these alternatives. In addition, although there is a tendency to think of WEEKEND COLLEGE classes as "accelerated", we found that most terms during which WEEKEND COLLEGE courses are scheduled reflect the same length as the more traditional classes. Thus, although the class meeting times are different in duration, the terms are not. Then too, the WEEKEND COLLEGE format appears quite conducive to courses such as those involving case study, but less suitable for quantitative, skills or lab courses. Missing a class in this format has more serious ramifications compared to a course offered in a more traditional format, particularly if it is

a "consecutive" type of course. Finally, most institutions studied are using the consecutive instruction format, indicating that students are covering material in larger "chunks" relative to the more traditional format.

Third, in the Instruction area, we found several specific efforts to involve part-time faculty in the academic life of these institutions through specially scheduled weekend programs. In addition, limited but adequate resources such as copying facilities, security assistance, and telephone access are available to full-time and part-time faculty. Relative to full-time faculty, we found that while WEEKEND COLLEGE programs have their significant but not complete support, full-time faculty who had actually taught in the programs are much more likely to be positive about them.

And fourth, in the Administrative area, we found a number of interesting results. For example, all programs appear to generate sufficient, if not excess revenue relative to their cost. In a number of cases, however, respondents informally expressed the desire to retain more net revenue for WEEKEND COLLEGE program maintenance and development. Minor concerns were indicated about the difficulty of arranging office hours for faculty teaching in weekend programs, the minimal program office staff available on weekends, and the reduced hours for campus services such as libraries and computer labs.

Although most institutions report a steady increase in WEEKEND COLLEGE interest exhibited by adults in the institutions' service areas, some were unable to respond to this increase because of

overall enrollment ceilings for all programs--day, evening and weekend--imposed by funding sources. Without these limits, further significant growth in weekend enrollments could be expected.

Finally, one of the early positive aspects identified by the literature for beginning and sustaining a WEEKEND COLLEGE program is that these additional enrollments will increase facility use efficiency by using facilities that supposedly would be idle during the weekend. Our research indicates, however, that while there was significant "idle capacity" at many institutions on the weekend during earlier years, most institutions--particularly community colleges in urban areas--have extensive weekend extension (non-degree) and community outreach programs. Thus, in a growing number of cases, there is little "capacity" to spare for WEEKEND COLLEGE classes, and this "advantage"--so true a few years ago--may no longer be assumed.

In summary, WEEKEND COLLEGE programs have, in the last few years, grown from being considered experimental and seldom used to being pervasive and on their way to becoming part of the academic mainstream. For those who are considering implementation of this concept at their institution, this paper provides examples of approaches used in a variety of contexts, along with an assessment of the concept's effectiveness to date. And, for those who currently operate such programs, we hope that this summary will help your understanding both of common concerns that appear to be shared by all and of what issues loom on the horizon as the WEEKEND COLLEGE concept matures.

Proposed Areas for Future Research

One of the most useful aspects of this survey covering eleven WEEKEND COLLEGE programs is the insights it has given us about priorities for future research. Briefly, the following questions could be addressed in an effort to better understand and develop WEEKEND COLLEGE programs.

1. For research purposes, how do we differentiate the weekend college student from other students in the institutional data bases? How do we study the cross-enrollment issue in this regard?

2. What types of courses are best presented in consecutive versus non-consecutive course formats? Which scheduling format works best with different subject matter topics?

3. What approaches might be used to further increase full-time faculty support for and participation in WEEKEND COLLEGE? How strongly is this support related to successfully teaching weekend classes?

4. To what extent do enrollment ceilings limit adult access to weekend programs and educational opportunity?

5. Do students and faculty prefer the WEEKEND COLLEGE because their classmates/students will be more mature and professionally experienced?

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